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ABSTRACT

Status and success of the Clark County School District (Nevada) K-12 Career Education Program are outlined. Phase 1 and phase 2 objectives are described in terms of steps used to insure success for the program component, processes, or activities used to achieve success, and status of the objective. Appendixes contain computer printouts of year-to-date summary of project activities, an agenda for the Profile Counseling Program, sample of a letter sent to career education advisory committee members, and an outline of career education programs implemented in the district at elementary, intermediate, and secondary school levels. (TA)

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ED136017

FINAL PROGRAM REPORT

Grant No. OEG-0-73-5293
Project #: V361028
Project #: F9003VW
Project #: 502A950017

Career Education Program

Exemplary Project in Vocational Education
Conducted Under
Part D of Public Law 90-576

The project reported herein was performed pursuant to a grant from the Office of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

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June 30, 1976

OE 010 146

A COMPREHENSIVE EVALUATION OF THE SUCCESS OF THE PROJECT IN ACHIEVING ITS OBJECTIVES

As per instructions found in the "Special Terms and Conditions," the following final report for Grant #OEG-0-73-5293, which covers Project Numbers V361028, F9003VW, and 502A950017, is a "comprehensive evaluation of the success of the project in achieving its objectives."

All objectives of the program have been successfully accomplished and are either in operation in the Clark County School District, or have been inserviced and are scheduled to start with the next school year.

The following "steps," "processes," and "activities" outline these successes and how they were accomplished.

A. Phase I Objectives

1. The Objective

Objective #1: During the 1973-74 school year, sixth grade teachers will be oriented to the sixth grade career awareness project so that they in turn may help students to assimilate information related to the world of work.

a. Steps used to insure success for this program component.

(1) The coordination of the District-produced career awareness films.
(2) The development of inservice plans for the inservicing of sixth grade teachers.
(3) The holding of the inservice for principals and teachers.
(4) The establishment of ordering procedures for films from the Film Distribution Center.
(5) The planning for the continuation of the career education component after the project ends.

b. Processes or activities used to achieve success.

(1) The 22 sixth grade films were developed through funding from Vocational Part C Funds through the State. The inservicing of the project came from the funds of this "Part D" project. The coordination of the inservice of these films, and the coordinating of the films to insure that they contributed to, and supported, the total career education program, was a major concern.
(2) A comprehensive five-phase inservice plan was developed for the infusion of the program into the sixth grade classes of the District.

(3) The inservice plans included the selection of 9 sixth grade teachers from 9 sixth grade center schools to serve as inservice leaders. These teachers were inserviced for 10 hours in preparation for their inservice role. These teachers then inserviced 106 teachers from 21 schools who were responsible for this program in their school.

(4) Sixth grade teachers were instructed in the ordering of the 22 sixth grade films listed in the sixth grade Career Education/Social Science Curriculum Guide. The sixth grade films were utilized throughout the past year by sixth grade teachers. There were a total of 472 bookings for these films during the 1975-76 school year. (see Appendix A.)

(5) The Clark County School District has encouraged the use of the career films at the sixth grade level. Each year school evaluation teams evaluate each school on how well they have incorporated the use of these films into their curriculum.

c. This program is successfully implemented. The above steps and related activities have insured proper and complete implementation in the District's sixth grade classes. The current organization for the use of the films, and the emphasis placed on holding schools accountable for their use, insures utilization of this program in the future.

2. The Objective

Objective #2: During the 1973-74 school year, career education concepts will be imbedded into the K-6 Social Studies Curriculum Guide to result in a restructuring of the guide providing major educational thrust to accommodate the career education commitment.

a. Steps used to insure success of this program component.

(1) The selection of an elementary Career Education/Social Science specialist.

(2) The selection of an elementary Career Education/Social Science task force.

(3) The development of K-2, 3-5, and 6th grade Career Education/ Social Science Curriculum Guides for use at the elementary level.

(4) Developing inservice plans and inservicing appropriate elementary personnel.

(5) Printing and distribution of materials.

(6) Methods of insuring utilization.

b. Processes or activities used to achieve success.

(1) The selection of an elementary career education specialist to head the task force and oversee the development of the curriculum guide insured a continuous, orderly and meaningful development of these products.

(2) Task force members meeting bi-weekly working under the supervision of the specialist helped determine the content and format for the handbook, and wrote the classroom activities.
(3) The end result of their efforts was the production of the K-2, 3-5, and 6th grade Career Education/Social Science Curriculum Guides. Sufficient quantities of these guides were printed for all teachers in the Clark County School District.
(4) Inservice plans and the actual inservicing involved 65 principals and 169 teachers representing 65 schools. These same principals and teachers have since inserviced the teachers within their school.
(5) Each teacher in the Clark County School District received a curriculum guide appropriate to their level of instruction.
(6) The "Elements of Quality" in effect in the Clark County School District is an evaluation program of the educational programs at each elementary school. The evaluation of this program is included in each year's assessment of each elementary school.

c. The continuation of the program is insured from the standpoint of three conditions:

(1) Accountability for the program in each school.
(2) Sufficient guides for all teachers.
(3) The quality of the guides which make them easy, and desirable, to use with meaningful results.

3. The Objective

Objective #3: During the 1973-74 school year, program coordination and planning activities will facilitate the attainment of the second phase objectives resulting in the implementation of a K-12 career education program by the end of the project.

a. Steps used to insure success of the program component.

(1) Visitations to other school districts by District personnel.
(2) The holding of a secondary career education seminar where ideas were exchanged.
(3) Clarification of the second phase objectives to serve as a basis for the second and third years of the program.
(4) The selection of intermediate and secondary career education advisors.
(5) The coordination of the content of the various components of the project.

b. Processes or activities used to insure success.

(1) One of the first steps to program coordination and planning activities was to visit, and to have other key District personnel visit, other school districts where career education was in effect.

(2) After the visitations were made a career education seminar was held for secondary administrators, and the insights obtained through the various visitations were shared for the benefit of all.

(3) The second phase objectives were then more clearly solidified and a description of the program was completed and made into a slide presentation for utilization as a guide throughout the remainder of the program.

(4) Based upon the objectives, two career education specialists were selected to represent the intermediate, and portions of the secondary, programs. These specialists were given specific responsibilities to pursue during their employment in the program.

(5) During all of the stages of development of all the component projects, coordination efforts were made on an ongoing basis to insure appropriateness of content in films, handbooks, and guides. It was necessary to insure continuity from one component project to another by insuring that certain basic ideas, concepts, and organizations were included in each.

c. The success of the coordination and planning activities is evidenced in the events of the last two years of the project; and, in the fact that the end results, which include the products, match the plans made two years earlier.

B. Phase II Objectives

1. The Objective

Objective #1: Upon completion of the project, principals, teachers, and counselors in grades K-12 will have been oriented to career education concepts so that they can incorporate the concepts into the instructional program.

a. Steps used to insure success of this program component.

The "orientation to career education concepts" was accomplished in various ways; however, a systematic series of inservices accomplished the object formally.

(1) Inservice of K-6 personnel.
(2) Inservice of 6th and 7th grade personnel.
(3) Inservice of 7th grade personnel.
(4) Inservice of 8th grade personnel.
(5) Inservice of 9th - 12th grade personnel.
(6) Inservice of counselors - CAP.

b. Processes or activities used to achieve success.

(1) A complete and thorough inservice was accomplished with the elementary principals and teachers in the Clark County School District. This amounts to approximately 1,600 teachers and 65 principals. (see Phase I, 1. a. and b.; and 2. a. and b.)
(2) The inservice of 6th and 7th grade teachers to the use of the career
& awareness films was accomplished. This allowed 220 teachers to
(3) be oriented to this phase of career education.
(4) The "Exploring the World of Careers" program at the 8th grade level inserviced 35 eighth grade counselors and principals to the use of the films and printed activities. Each intermediate school has, within the last five months, participated in this program with all of their 8th grade students.
(5) An extensive two-day inservice was held for inservice teams from each high school. Theses teams consisted of an administrator, counselor, and a teacher from each school. These inservice teams returned to their schools and inserviced their department heads, who then inserviced their teachers. This inservice covered most of the secondary materials available through this, and related, projects.
(6) All high school counselors were also inserviced to the CAP counseling program. This inservice was the last held during this project. (see Objective #7.)

c. The above inservices accomplished this objective in a very thorough manner. All levels were oriented through inservice training, and those participating have incorporated those concepts pertaining to their area into their instructional program.

2. The Objective

Objective #2: Upon completion of the project, career guidance implemented at the secondary level will enable students to determine future educational and occupational pursuits.

a. In order to assist secondary students in determining their educational needs, and to decide upon their occupational choices, career education was infused through a variety of activities. The following components were developed and inserviced so that they could be implemented with the high school students:

(1) Career Class
(2) Career Activities for Subject Areas
(3) Profile Counseling
(4) Career Cluster Handbook
(5) Work Experience Program
(6) Career Assessment Program (CAP) - Objective #7

b. Each of these components have been implemented into the high schools through various activities, and with differing amount of success.

(1) Career Class - The Career Class has been offered to the students as an elective, varying in length from 9 weeks to a semester and was for primarily ninth and tenth graders. All high schools did provide the class during the 75-76 school year. This Career Class was identified by 69% of the students interviewed, thus making it the most recognized career activity.
(2) Career Activities for Subject Areas - The accomplishment of this activity is dependent upon the classroom teacher implementing a career activity related to their subject matter. Eighty-three (83) percent of the teachers indicated that they had received materials, and 82% had indicated they had conducted career activities in their classes.
(3) Profile Counseling - This program developed for use with all tenth graders, provides them with an opportunity to review their career and educational aspirations in comparison with their academic accomplishments. All high schools have indicated implementation of this program, while the students interviewed at the tenth grade level indicated an awareness of this program at the 63% level.

(4) Career Cluster Handbook - This handbook was developed to assist students in relating their career choices to the curriculum offered in high school. This was a popular item with the schools and the initial requests exceeded the number of copies available, thus requiring an additional printing which will be available next year. The exposure with students was thus limited as only 44% of the students indicated a knowledge of the handbook.

(5) Work Experience Program - This activity took the existing programs in Distributive Education and Cooperative Education and expanded them to offer more students a chance for job training. A work exploration program was developed and a central coordinating unit for the work experience program established. The handbook detailing the guidelines for these programs has been developed, but will not be completed until the 76-77 school year. Fifty-seven (57) percent of the students are aware that a work experience program is available.

(6) Career Assessment Program (CAP) Objective #7 - The CAP program has been developed and inserviced, but will not be implemented with the students until the 76-77 school year. (For more detailed information refer to Objective #7.)

c. Plans for the continuation of these activities are as follows:

(1) Career Class - All schools are planning to continue their career classes with the possibility of some schools extending it from a 9 week class to a full semester.

(2) Career Activities for Subject Areas - The classroom teacher will become more involved as more principals are requiring a career unit be included in their course outline of activities.

(3) Profile Counseling - The students have already taken the Career Survey-Educational Questionnaire which will be used for the computer printing of their tenth grade profile. These will be available for use in the schools in October, 1976.

(4) Career Cluster Handbook - The handbook has been updated and 25 new careers added. A new printing of 1,000 copies will be sent to schools for use in the fall of 1976, thus allowing each teacher to have a copy. Also, the schools will have enough for a classroom setting.

(5) Work Experience Program - The central coordinating unit will continue to function with one of their objectives being to expand this area of career activities. Also, the work experience handbook should be completed and available for use.

(6) Career Assessment Program (CAP) - See Objective #7. (Copies of this handbook are being sent with the mailing of this report.)

3. The Objective

Objective #3: Upon completion of the program, exploratory career education activities will become a portion of the junior high school curriculum to assist students in determining areas to be pursued in their high school curriculum.

a. The junior high school exploratory career education program includes the following components:

(1) Seventh Grade Career Awareness Films - This program includes 22 fifteen minute films and the accompanying handbook. This program has been implemented as a classroom activity with the teacher being the coordinator of activities. It has been well used as 464 bookings for the films were made for the 75-76 school year. (see Appendix B.)

(2) Exploring a World of Careers - An eighth grade career exploration program which utilizes six films specifically developed for this purpose. The program includes pre and post film activities to accompany each film. This program has been implemented into all of the eighth grades with the counselor being the primary coordinator of the activities. Preliminary reports show the films and activities have been well received with most of the junior high schools showing all six films, even though the films were not ready for use until the second semester of this school year.

(3) Profile Counseling - A computer-printed profile of the eighth grade students' grades and test scores which allows them to explore the interrelations with their career interests and educational aspirations. This program has been introduced into all the junior high schools and was used as a related activity to the "Exploring a World of Careers" films. Due to the late start in using the materials, some schools were unable to attempt the activity.

b. The future continuation of these components appear to be strong based upon the following information:

(1) The "Career Awareness Films" have been used extensively and have been well received by students and teachers thus insuring their continued use. They have also been offered for distribution to other school districts through Great Plains National Library in Lincoln, Nebraska.

(2) The "Exploring a World of Careers" program has gained immediate acceptance with the counselors and students. In addition, the program has been written into the Clark County School District's Guidance Objectives, Junior High School.

(3) The Profile Counseling program will be initiated earlier in the year which will allow more schools to participate. Plans are already developed for the computer printing which will assure continuation. (see Appendix C.) This program is written into the Guidance Objectives, Junior High School.

4. The Objective

Objective #4: Upon completion of the program, course offerings will complement the career education clusters under development so that students are better informed about jobs, skills, and opportunities related to family groups.

a. The program components designed to improve the course offerings relationship to career education were the following:

(1) The Career Cluster Handbook provides the student with a brief description and general information about 250 different careers. The handbook also relates the careers to recommended courses offered by the District high schools. It has been organized by career clusters using the 15 careers clusters recommended by the United States Office of Education. The handbook was revised so that 25 new careers were added and the titles of some of the original careers were changed to eliminate any sexist reference. (see Appendix D.)

(2) The Career Class Syllabus was written, refined and printed for career class teachers use. It was designed with enough objectives, materials, and activities to be used for either a nine-week or semester class. Its scope and goals would provide the student with a positive attitude towards the personal, psychological, social and economic significance of work. The factors lending to success and the practical aspects of finding employment are emphasized.

(3) The Career Activities for Subject Areas were written for use in relating careers to the various disciplines. They were designed to assist the teacher in helping students perceive the relationship between high school subjects and the world of work. The activities were organized into handbooks for:

(a) Business
(b) Vocational, Industrial Arts and Home Economics
(c) Physical Education and Health
(d) Language Arts and Foreign Language
(e) Mathematics
(f) Social Science
(g) Performing Arts
(h) Art
(i) Science
(j) General Activities

(4) The work experience handbook (see Objective #6.)

(5) A revised Profile Counseling Handbook was written using the basic materials gathered from the Title III project, "Objective Based Career Guidance Program." This handbook describes the procedures for using the Career Guidance Profile with the students in order to assist them in developing a better self-awareness and improve their decision-making skills.

b. The continued use of these materials is directly related to the continuation of the programs as explained in Phase II, Objective #2.

5. The Objective

Objective #5: Upon completion of the project, sequential non-graded objectives will have been developed to assure a continous K-12 career education program.

a. Steps used to insure success in this program component.

(1) The development of the overall plans which would insure a continuous K-12 career education program.
(2) The identification of each program component.
(3) The creating of each component to meet the needs at that level.
(4) The inservicing of each component.
(5) A three-page description of the total career education program.

b. Processes or activities used to achieve success.

(1) Careful planning in the early stages of the program was responsible for the development of a sequential program, K-12. (see Phase I. 3., a. and b.)
Detailed plans and organization for accomplishing these plans started with the development of awareness of career education with key District personnel.
(2) Once the sequence was established, greater consideration was given to the identification of each program component. The objectives for each were well thought out and plans for accomplishing them were created.
(3) Each component program was developed from the vantage point of three considerations:

(a) What do we want to accomplish within this component which will be of value to students?
(b) How does it complement the program students have experienced before they arrive at this level, and avoid over duplication of what they already have experienced?
(c) How can we contribute to the next level of experiences designed for the students (i.e., what can be built into this program which will lend continuity to the students total career education experiences and career preparation?)

(4) The inservicing of personnel responsible for the implementation of each component of the total project was accomplished. (see Phase II, Objective #1.)

(5) An information sheet listing the "Career Education Programs" within the Clark County School District for those requesting this information. (see Appendix E.)

c. The coordination of the various component programs has insured a continuous K-12 career education program within the Clark County School District.

6. The Objective

Objective #6: Upon completion of the project, cluster programs to provide job preparation and work experience will be incorporated into curriculum for students at the senior high school level.

a. Steps used to insure success in this program component.

(1) The utilization of a secondary career education specialist.
(2) The development of a recommended handbook for work experience.
(3) The establishment of an optional "on-site observation" class.
(4) The establishment of a work experience coordinating unit for the Clark County School District.

b. Processes or activities used to achieve success.

(1) In order to more completely coordinate emerging relationships between career education and vocational education in the Clark County School District, a secondary career education advisor was hired. This advisor helped find common approaches and areas of cooperation which could benefit both programs.
(2) A guide was drafted which will be called "Career Development through Work Experience." This guide attempts to incorporate the 15 career clusters into the work experience program and tie work experiences more closely to student preferences for careers. It also attempts to give structure and direction to the central work experience coordinating unit (see #4) who will direct the District's various work experience programs. This guide will be finalized as questions are answered, and regulations interpreted, relative to the program.
(3) An outgrowth of the work done by the secondary career education specialist was the establishment of an "On-Site Observation" program for high school students. This program helped students in job preparation by refining their choices before extensive training.
(4) The District has established a Central Work Experience Coordinating Unit staffed at the present time with two full-time individuals. The purpose of this unit is to coordinate the various work experience programs in the District and help work experience personnel at the various schools in their respective responsibilities.

c. The continuation of the program is assured in that it was built into the ongoing vocational plan of the Clark County School District.

7. The Objective

Objective #7: Upon completion of the project, a system to assist students in job placement and/or entrance into baccalaureate, post secondary and non-baccalaureate programs will have been developed.

a. The following steps were identified for development of the Career Assessment Program (CAP):

(1) The selection of a task force--after advertising throughout the Clark County School District--a task force of two high school teachers, two high school counselors, and one junior high school teacher was selected.
(2) The development of a standard form which can be used by all high schools to gather the information needed to implement this objective. The task force, after reviewing the forms and materials presently used by the high schools, designed a new form which includes the main points of information needed for a student to review their post-high school plans and receive counseling if needed.
(3) Identify and develop those materials which would be most helpful to the students, and allow the counselors to assist the students in their planning. The task force identified eight areas for seeking post-high school employment or training and financial aid for development to meet this need.
(4) Inservice training for all high school counselors. On May 27, 1976 the high school counselors were given an inservice program by the task force regarding the information contained in the Career Assessment Program (CAP), and the steps necessary for its implementation.

b. The prospects for the implementation of the Career Assessment Program (CAP) to achieve this objective appear to be very strong when the following factors are considered:

(1) The program was developed to meet four objectives as outlined in the Clark County School District's Guidance Objectives, Senior High School. All high schools are expected to achieve these objectives and this program will help in accomplishing this goal.
(2) The program was designed for easy implementation with the existing counseling programs so that it will complement their program.
(3) The Career Assessment Form has been accepted as a district form which will provide all high schools with easy access to it and will assure that the same form is used by all high schools. (see page 39 in the Career Assessment Program Handbook.)

(4) The inservice was well attended by the high school counselors as 51 of 58 counselors participated.
(5) All high schools have received a sufficient number of Career Assessment Program handbooks that they can use in a classroom setting, or have them available in career centers, in addition to their use by the counselors.

c. Copies of the "CAP" handbooks are being mailed to the Regional Office at the time of this report.

8. The Objective

Objective #8: Upon completion of the project, community participation and awareness of the career education program in Clark County will have been accomplished.

a. Steps used to insure success of this program component.

(1) The selection of an advisory committee.
(2) The utilization of the advisory committee.
(3) Community presentations.
(4) News coverage.
(5) Conclusion of the advisory committee.
(6) Community involvement through the central coordinating unit for work experience.

b. Processes or activities used to achieve success.

(1) During the first year of the project, an advisory committee was established consisting of 26 individuals representing the 15 career clusters, and other community and state agencies.
(2) This committee gave input to developing programs and helped disseminate the career education concept in the community. They were very helpful in many respects in eliciting support for the program; facilitating and arranging meeting places for the committee; and making recommendations and suggestions for the development of our career education program.
(3) Over thirty talk and slide presentations dealing with the career education program, outside of the Clark County School District, were made in our dissemination and awareness effort. Most were made within the city or state.
(4) Over the period of the project a number of news articles and pictures appeared in the three leading newspapers in Clark County. Most of these were reported in previous reports. District schools also disseminated career education information and news to parents and the community.

(5) At the conclusion of the project advisory committee members were given a summary of the project which listed the various component programs developed with their aid. (see Appendix E.)

(6) With the establishment of a central work experience coordinating unit within the Clark County School District, there will be continued community participation. Students will be able to cooperate with the community in on-site exploration of careers and jobs, and real work experiences within the various career cluster areas.

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This report satisfies the requirements for "Technical or Progress Report" related to this project. Appropriate Financial Status Reports, Federal Cash Transaction reports, and Request for Advance or Reimbursement forms will be completed in accordance with program regulations.

John T. Paul

June 30, 1976

APPENDIX A

S3510003 YEAR-TO-DATE SUMMARY OF ACTIVITY 06/08/76 PAGE 68

FILM NO.	FILM TITLE	NO. REQUESTS	NO. BOOKINGS	DAYS BOOKED	TIMES SHARED	NON-AVAILABLE	DELIVERIES
2211	BANK TELLER--6TH GRADE ONLY	17	17	68			17
2211A	BANK TELLER--6TH GRADE ONLY	7	7	24			7
2212	CHILDREN'S LIBRARIAN--6TH GRADE ONLY	14	14	54			14
2212A	CHILDRENS LIBRARIAN--6TH GRADE ONLY	6	6	30		2	6
2213	COMMERCIAL PILOT--6TH GRADE ONLY	16	15	60	1		15
2213A	COMMERCIAL PILOT	12	9	31		3	9
2214	DAIRY WORKER--6TH GRADE ONLY	15	15	62			15
2214A	DAIRY WORKER--6TH GRADE ONLY	3	3	15			3
2215	FIREMEN--6TH GRADE ONLY	33	19	75	1	13	19
2216A	FOREST RANGER--6TH GRADE ONLY	36	22	82	1	13	22
2217	HEAVY EQUIPMENT OPERATOR--6TH GRADE ONLY	12	12	44			12
2217A	HEAVY EQUIPMENT OPERATOR--6TH GRADE ONLY	11	7	28		4	7
2218	INTERIOR DECORATOR--6TH GRADE ONLY	15	15	60			15
2218A	INTERIOR DECORATOR--6TH GRADE ONLY	12	9	26		3	9
2219	METROPOLITAN POLICE DEPT--6TH GRADE ONLY	13	12	49	1		12
2219A	METROPOLITAN POLICE DEPARTMENT 6TH GRADE	12	9	35		3	9
2220	MUSICIAN--6TH GRADE ONLY	16	16	70			16
2220A	MUSICIAN	9	7	30		2	7
2221	PARAMEDIC--6TH GRADE ONLY	18	18	75			18
2221A	PARAMEDICS--6TH GRADE ONLY	9	9	28			9
2222	PIPE TRADES(PLUMBER)--6TH GRADE ONLY	15	15	60			15
2222A	PIPE TRADES PLUMBER--6TH GRADE ONLY	5	5	24			5
2223	POST OFFICE CLERK--6TH GRADE ONLY	16	16	65			16
2223A	POST OFFICE CLERK 6TH GR ONLY	3	3	14			3
2224	RANCH HAND--6TH GRADE ONLY	14	14	55			14
2224A	RANCH HAND--6TH GRADE ONLY	9	7	27		2	7
2225	REAL ESTATE BROKER--6TH GRADE ONLY	15	15	50			15
2225A	REAL ESTATE BROKER--6TH GRADE ONLY	6	5	22		1	5
2226	SHIPPING & RECEIVING CLERK--6TH GRADE ONLY	12	11	47	1		11
2226A	SHIPPING & RECEIVING CLERK--6TH GRADE ONLY	5	4	16		1	4
2227	SKI INSTRUCTOR--6TH GRADE ONLY	18	18	71			18
2227A	SKI INSTRUCTOR--6TH GRADE ONLY	11	8	32		3	8
2228	SLOT MACHINE MECHANIC--6TH GRADE ONLY	21	14	52		7	14
2229	TEACHER--6TH GRADE ONLY	14	13	51	1		13
2229A	TEACHER--6TH GRADE ONLY	11	7	27	1	3	7
2230	TELEPHONE LINEMAN--6TH GRADE ONLY	15	15	59			14
2230A	TELEPHONE LINEMAN--6TH GRADE ONLY	8	5	21		3	5
2231	TV ENGINEER--6TH GRADE ONLY	14	14	58			14
2231A	TV ENGINEER-6TH GRADE ONLY	9	7	28		2	7
2232	VETERINARIAN--6TH GRADE ONLY	18	18	66			18
2232A	VETERINARIAN--6TH GRADE ONLY	12	8	36	1	3	8

APPENDIX B

FILM NO.	FILM TITLE	NO. REQUESTS	NO. BOOKINGS	DAYS BOOKED	TIMES SHARED	NON-AVAILABLE	DELIVERIES
2242	ATTORNEY--7TH GRADE ONLY	18	18	84			18
2242A	ATTORNEY--7TH GRADE ONLY	17	12	43		5	12
2243	CARPENTER--7TH GRADE ONLY	17	16	69	1		16
2243A	CARPENTER--7TH GRADE ONLY	10	6	24		4	6
2244	CERTIFIED PUBLIC ACCOUNTANT--7TH GRADE ONL	13	13	53			13
2244A	CERTIFIED PUBLIC ACCOUNTANT--7TH GRADE ONL	8	6	26		2	6
2245	CHEF--7TH GRADE ONLY	16	15	63	1		15
2245A	CHEF--7TH GRADE ONLY	18	11	50	2	5	11
2246	COMMERCIAL ARTIST--7TH GRADE ONLY	20	19	77	1		19
2246A	COMMERCIAL ARTIST--7TH GRADE ONLY	22	13	50		9	13
2247	COMPUTER PROGRAMMER--7TH GRADE ONLY	15	15	47			15
2247A	COMPUTER PROGRAMMER--7TH GRADE ONLY	8	7	29		1	7
2248	DANCER--7TH GRADE ONLY	19	13	52	1	5	13
2249	EXECUTIVE SECRETARY--7TH GRADE ONLY	18	18	81			18
2249A	EXECUTIVE SECRETARY--7TH GRADE ONLY	13	10	41		3	10
2250	FILM MAKER--7TH GRADE ONLY	21	15	64		6	15
2251	GENERAL OFFICE CLERK--7TH GRADE ONLY	17	17	77			17
2251A	GENERAL OFFICE CLERK--7TH GRADE ONLY	11	10	40		1	10
2253	HOTEL DESK CLERK--7TH GRADE ONLY	16	14	63	2		14
2253A	HOTEL DESK CLERK--7TH GRADE ONLY	9	7	32		2	7
2254	MARINE BIOLOGIST--7TH GRADE ONLY	18	17	70	1		17
2254A	MARINE BIOLOGIST--7TH GRADE ONLY	10	9	23		1	9
2255	MINING ENGINEER--7TH GRADE ONLY	13	12	50	1		12
2255A	MINING ENGINEER--7TH GRADE ONLY	10	6	24	1	3	6
2256	NURSERY WORKER--7TH GRADE ONLY	10	10	39			10
2256A	NURSERY WORKER--7TH GRADE ONLY	2	2	12			2
2257	PRESSMAN(NEWSPAPER)--7TH GRADE ONLY	16	16	61			16
2257A	PRESSMAN (NEWSPAPER)--7TH GRADE ONLY	7	6	24		1	6
2258	SERVICE STATION OPERATOR--7TH GRADE ONLY	15	15	61			15
2258A	SERVICE STATION OPERATOR--7TH GRADE ONLY	6	4	12		2	4
2259	SOCIAL WORKER--7TH GRADE ONLY	18	17	63	1		17
2259A	SOCIAL WORKER--7TH GRADE ONLY	7	6	25		1	6
2260	TELEPHONE OPERATOR--7TH GRADE ONLY	19	19	82			19
2260A	TELEPHONE OPERATOR--7TH GRADE ONLY	13	10	38		3	10
2261	TELEVISION NEWS REPORTER--7TH GRADE ONLY	21	20	88	1		20
2261A	TELEVISION NEWS REPORTER--7TH GRADE ONLY	12	10	40		2	10
2262	UNITED STATES AIR FORCE--7TH GRADE ONLY	20	12	50		8	12
2263	X-RAY TECHNICIAN--7TH GRADE ONLY	13	13	55			13
2263A	X-RAY TECHNICIAN--7TH GRADE ONLY	5	5	12			5

APPENDIX C

PROFILE COUNSELING PROGRAM
Secondary
Yearly Calendar

To insure the continuity of the Profile Counseling Program, there are certain activities which need to be initiated and monitored. The activities, materials required and timeline are as follows:

Date	Activity	Materials
October 1 - October 15	Career Guidance Profiles for all tenth graders generated by Data Processing and distributed directly to the high school counseling departments.	Career Guidance Profiles - Stock No. 9999-900144
October 15 - March 15	Individual high schools would be responsible for developing and implementing their own Profile Counseling program.	
March 15 - April 15	Evaluation.	CCSD Guidance Objectives: 75-76 Page 22.
April 1 - April 15	Prepare for administration of Career Survey - Educational Questionnaire 1. Request pre-slugged answer sheets for all 9th graders from Data Processing.	*CSEQ - NCS form Stock No. 9999-900143
	2. Notify all schools with ninth grade students of the test dates, ascertain their needed materials and fill these needs prior to testing.	a. Blank NCS forms b. Career Interest Survey - Ed. Questionnaire (attachment #1) c. Directions for Administration (attachment #2)
April 26 - May 3	Administer the Career Survey - Educational Questionnaire to all ninth grade students and return the answer sheets to Data Processing.	
June - August	Data Processing will generate the history tapes necessary for printing of the Career Guidance Profiles in October, after an updated student locator list has been established.	

*Career Survey - Educational Questionnaire (CSEQ)

PROFILE COUNSELING PROGRAM
Yearly Implementation Schedule
Intermediate

To insure the continuity of the Profile Counseling Program, there are certain activities which need to be initiated and monitored. The activities, materials required and timeline are as follows:

Date	Activity	Materials
October 1 - October 15	Career Guidance Profiles for all eighth graders generated by Data Processing and distributed directly to the junior high school counseling departments.	Career Guidance Profiles - Stock No. 9999-900144
October 15 - April 15	Individual junior high schools would be responsible for developing and implementing their own Profile Counseling Program.	
February 15 - April 15	Evaluation can be conducted during the school evaluation visit.	CCSD Guidance Objectives: 75-76, Page 28.
June - August	Data Processing will generate the history tapes necessary for printing of the Career Guidance Profiles in October, after an updated student locator list has been established.	

APPENDIX D

CLARK COUNTY SCHOOL DISTRICT CC-52A

INTER-OFFICE MEMORANDUM

TO: Graphic Arts

FROM: Dr. Verl Frehner, Coordinator - Career Education DATE: April 28, 1976

SUBJECT: Career Cluster Handbook

The following pages in the Career Cluster Handbook have either been revised or are new listings. They need to be printed in the colors assigned to the original handbook, three-hole punched, and a quantity of 500.

	Title	Page Number	Color
1.	Table of Contents	---	White
2.	A - Agriculture and Agribusiness	---	Pink
3.	B - Arts and Humanities	---	Blue
4.	C - Business and Office	---	Gold
5.	Real Estate Appraiser	C-41 and 42	Gold
6.	D - Communications Media	---	Pink
7.	Electrical Engineer	D-17 and 18	Pink
8.	Radio and TV Broadcast Technician	D-19 and 20	Pink
9.	Sound Recording Technician	D-21 and 22	Pink
10.	E - Construction	---	Blue
11.	Contractor, General Building	E-35 and 36	Blue
12.	Ironworker	E-37 and 38	Blue
13.	F- Health	---	Gold
14.	Dental Technician	F-43 and 44	Gold
15.	Inhalation Therapist	F-45 and 46	Gold
16.	Orthodontist	F-47 and 48	Gold
17.	Speech Pathologist	F-49 and 50	Gold
18.	G - Home Economics	---	Pink
19.	Family Caseworker	G-11 and 12	Pink
20.	Home Demonstration Agent	G-13 and 14	Pink
21.	Homemaker	G-15 and 16	Pink
22.	Nutritionist	G-17 and 18	Pink
23.	H - Leisure	---	Blue
24.	Keno Runner	H-15 and 16	Blue
25.	Sports Instructor	H-17 and 18	Blue
26.	Travel Guide	H-19 and 20	Blue
27.	Vehicle Rental Worker	H-21 and 22	Blue
28.	I - Manufacturing	---	Gold
29.	Chemical Engineer	I -43 and 44	Gold
30.	Mechanical Engineer	I -45 and 46	Gold
31.	J - Marine Science	---	Pink
32.	Shellfish Grower	J-9 and 10	Pink
33.	Wharf Worker	J-11 and 12	Pink
34.	K - Marketing and Distribution	---	Blue

(continued on following page)

	Title	Page Number	Color
35.	L - Natural Resources and Environment	---	Gold
36.	Forestry Aide	L-23 and 24	Gold
37.	M - Personal Services	---	Pink
38.	N - Public Service	---	Blue
39.	Military Officer	N-41 and 42	Blue
40.	O - Transportation	---	Gold
41.	Garbage Collector	O-31 and 32	Gold
42.	P - Alphabetical Index	---	White
43.	P - Alphabetical Index	P-1 through 6	White

VF:am

APPENDIX E

AN AFFIRMATIVE ACTION EMPLOYER

CLARK COUNTY SCHOOL DISTRICT

LAS VEGAS, NEVADA 89121

2832 EAST FLAMINGO ROAD - TELEPHONE 736-5011

BOARD OF SCHOOL TRUSTEES

Mr. Earl A. Evans, Jr., President
Mrs. Helen C. Cannon, Vice President
Mr. Glen C. Taylor, Clerk
Dr. Clare W. Woodbury, Member
Mrs. B. Bernice Moten, Member
Mrs. Connie Larsen, Member
Dr. Herman Van Betten, Member

Dr. Kenny C. Guinn, Superintendent

June 18, 1976

Dear Career Education Advisory Committee Member:

The time has arrived for the winding up of the Clark County School District's three year Career Education Program. As you know, since July 1, 1973 the Clark County School District has been involved in establishing a Kindergarten through twelth grade Career Education Program.

During the first two years your recommendations and cooperation, as an advisory committee member, helped insure success as we designed and began developing Career Education approaches and software.

During the last year we have concentrated on incorporating your ideas and recommendations into all levels and facets of the program. I have attached, for your information, a three page description of the various career education components now in utilization in the Clark County School District.

We hope you take pride in the results of our joint efforts in bringing this program to a successful conclusion. Please accept my sincere appreciation and gratitude for your efforts in helping the youth of the Clark County School District receive the best possible education for life.

Sincerely,

Verl L. Frehner

Dr. Verl L. Frehner,
Coordinator - Career Education

VLF:am

Attachments (3)

cc: Mr. John Paul
Mr. Frank Dixon

AN EQUAL OPPORTUNITY EMPLOYER

This employer does not knowingly discriminate on the basis of sex, age, race, creed or national origin.

CAREER EDUCATION PROGRAMS
Clark County School District
June, 1976

The development of the following Career Education programs has been made possible through a grant from the United States Office of Education, Part "D" of the Vocational Educational Amendments of 1968, and in cooperation with other Clark County School District departments. To obtain further information regarding these programs, contact:

Information Services Coordinator
Clark County School District
2832 East Flamingo Road
Las Vegas, Nevada 89121
Telephone No. (702) 386-0350

I. Elementary Level

Career Education/Social Science Curriculum Guides

The K-6 Career Awareness Program is built around the Career Education/Social Science Curriculum Guides. These guides were developed in cooperation with Instructional Services, and have been organized so that Career Education is one of four strands to be developed through the social studies curriculum. The guides are as follows:

A. Design for Living - Kindergarten through Second grade
B. Design for Living - Third grade through Fifth grade
C. Design for Living - Sixth grade

II. Intermediate Level

A. Exploring a World of Careers

An eighth grade career exploration program which utilizes six films specifically developed for this purpose in cooperation with the Clark County School District's television station. The program includes a package of pre and post film activities to accompany each film. The films explore the following topics:

	Film Title	Film Topic
1.	I've Got a Name - Part I	Knowing one's self
2.	I've Got a Name - Part II	Career analysis
3.	Where Do I Start?	Orientation to job opportunities
4.	The Career Frontier	Exploring job opportunities
5.	More than Meets the "I"	Education and training
6.	Brave New World	High school program planning

B. Career Awareness Films

The Career Awareness Films consist of 43-fifteen minute 16 mm color films developed by instructional services and produced by the Clark County School District's television station. These films cover a range of occupations representing all fifteen of the USOE career clusters. These films used at the sixth and seventh grade levels have been designed to acquaint students with various occupations that might be considered as possible careers. The films are:

	Sixth Grade Films	Seventh Grade Films
1.	Bank Teller	Attorney
2.	Children's Library	Carpenter
3.	Commercial Pilot	Certified Public Accountant
4.	Dairy Worker	Chef
5.	Firemen	Commercial Artist
6.	Forest Ranger	Computer Programmer
7.	Heavy Equipment Operator	Dancer
8.	Interior Decorator	Executive Secretary
9.	Metropolitan Police Department	Film Maker
		General Office Clerk
10.	Musician	Hotel Desk Clerk
11.	Paramedic	Marine Biologist
12.	Pipe Traders (Plumber)	Mining Engineer
13.	Post Office Clerk	Nursery Worker
14.	Ranch Hand	Pressman
15.	Real Estate Broker	Service Station Attendant
16.	Shipping and Receiving Clerk	Social Worker
17.	Ski Instructor	Telephone Operator
18.	Slot Machine Mechanic	Television News Reporter
19.	Teacher	United States Air Force
20.	Telephone Lineman	X-Ray Technician
21.	T. V. Engineer	
22.	Veterinarian	

C. Profile Counseling - Intermediate

A computer-printed profile of the eighth grade students' grades and test scores which allows them to explore the interrelations with their career interests and educational aspirations. A handbook describing the procedures, explaining the forms used, and how to evaluate the program is available.

III. Secondary Level

A. Career Class Syllabus

A course of study for a career class in the secondary schools. The syllabus outlines the goals and objectives for the class and gives numerous ideas and activities the teacher can use to achieve the goals.

B. Career Activities for Subject Areas

Ten handbooks of career activities related to the various discipline areas have been developed. The materials are designed to assist every teacher in their effort to relate their subject matter to careers by giving them activities they can use in their subject area. The handbooks available are, Career Activities in:

1. Business
2. Vocational, Industrial Arts and Home Economics
3. Physical Education and Health
4. Language Arts and Foreign Language
5. Mathematics
6. Social Science
7. Performing Arts
8. Art
9. Science
10. General

C. Profile Counseling - Secondary

A computer-printed profile for tenth grade students which provides them with their test scores, grades, career aspirations, and educational aspirations. Through counseling the students are able to ascertain the interrelationships, develop a better self-awareness, and facilitate their decision-making process. A handbook describing this program is available.

D. Career Cluster and Course Offerings Handbook

This handbook contains a job description and important skills for 250 different careers. It also relates the careers to the courses offered by the Clark County School District. The careers have been organized around the 15 USOE career clusters.

E. Career Assessment Program (CAP)

CAP provides the students with the opportunity to evaluate the status of their post-high school career plans, and provides them with counseling and information needed to pursue their career goals. The handbook includes information for reviewing the numerous ways a person may train or seek employment in their career choice.

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